

#3BB07 (27583)

The effectiveness of lecture before versus lecture during pediatric course on student attitude and performance

Chanakarn Musikavong*, Chao Phaya Abhaibhubejhr Hospital, Prachinburi, Thailand
Chatchai Kraysubun, Chao Phaya Abhaibhubejhr Hospital, Prachinburi, Thailand

Background: The purpose of this study was to compare the effectiveness of lecture before and lecture during pediatric course on student attitude and performance.

Summary of Work: All 16 fourth year medical students were divided into two groups, lecture before group(LBG)(n=8), and lecture during group(LDG)(n=8). For eight weeks of pediatric course, LBG was received lecture completely in the first two weeks, and followed by didactic learning activities in six week later, whereas LDG was received lecture and didactic learning activities within eight weeks. Students preference was measured by structural questionnaire, and students performance were evaluated by MCQ, and MEQ after the end of course.

Summary of Results: Compared to LBG, mean score of MCQ among LDG groups was higher without statistical significant (70.5 ± 7.80 vs. 67.5 ± 7.73 ; $p = 0.45$). Mean score of MEQ was not significant greater for LDG group when compared with LBG (77.96 ± 7.85 vs. 70.5 ± 7.80). Student in LDG had more favorable attitude than LBG.

Discussion and Conclusions: Our results suggest that lecture during course appears to promote better score, and favorable attitude than lecture before.

Take-home messages: Lecture during course appears to promote better score, and favorable attitude for medical students.

#3BB08 (28056)

The impact of interactive tools within lectures in medical education

Sharon F Sneddon*, University of Glasgow, School of Medicine, Glasgow, UK

Background: Traditional didactic lectures in medical curriculum are used to transmit lots of information in a short time frame but evidence shows that student attention lapses after 15-20 minutes into a lecture. Along with this, there is a concern that deep understanding of topics is often missed in favour of fact retention. In this study, I am interested in finding out student perception of the use of interactive tools within lectures and whether the use of such tools encourages active learning, improves understanding and helps students retain knowledge.

Summary of Work: Two lectures were delivered to Year 1 MBChB students, one using interactive tools including electronic voting, real time discussion boards and polling software, and one without any interactive tools. Student opinion of these was evaluated using a questionnaire and focus group.

Summary of Results: Students felt the use of interactive tools made the lecture more interesting and helped them stay focussed during the lecture. It allowed them to check that they understood the topic being presented and they were in favour of being able to compare their answers to the rest of the class.

Discussion and Conclusions: Asking and answering questions using interactive tools during lectures facilitates the development of deep, active learning and knowledge creation, and gives students the feeling that they are contributing to their own learning.

Take-home messages: The use of some interactive tools within lectures is welcomed and can have a positive impact on knowledge and understanding.